Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Sport

Component 1: Preparing participants to take part in sport and physical activity

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson
BTEC Level 1/Level 2
Tech Award in Sport

Pearson-set Assignment – Sample

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Sport Pearson-set Assignment for Component 1: Preparing Participants to Take Part in Sport and Physical Activity Issue 2 changes

Summary of changes made between the previous issue and this current issue	**Page number**
The wording in the *Introduction* and *Resources needed* sections have been amended to clarify that learners may have supervised access to the internet if necessary for tasks where required to search and access audio-visual content and that this is optional and will not affect access to the full range of available marks.	Pages 1, 5
In the *Guidance for teachers* section under *Specific guidance* a new bullet point has been added regarding learner sample and video evidence.	Page 8
The wording in *Guidance for Teachers* section under During the assignment has been amended to clarify that learners may use their own class notes, but cannot use textbooks, and are allowed access to the internet if necessary for tasks where required to search and access audio-visual content.	Pages 8 and 9

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Introduction

The key purpose of this assessment is for learners to explore different types of sports provision for a case study, understand the equipment and technology required for participation and to be able to plan and demonstration a suitable warm-up considering the case study.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will use knowledge acquired to select suitable physical activities for the case study provided considering the provision available.
- In response to Task 2, learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person.
- In response to Task 3, learners will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up.

This assessment will be offered twice a year. The timing of the assessment is approximately 5 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: the estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet if necessary for tasks where required to search and access audio-visual content, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 5 supervised hours to complete.

This is divided into approximately:

- 2 hours to complete Task 1
- 1 hour to complete Task 2
- 2 hours to complete Task 3.

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Sport
Component number and title	**1:** Preparing participants to take part in Sport and Physical Activity
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 5 hours
Submission deadline	
Assessment series and year	Sample Assignment

Vocational context	Samantha is a 26-year-old female, who works full-time. She is a single parent with two children aged 1 and 3 years old. She is lacking some self-confidence and misses spending time with her friends, as most days she is working, then taking care of her children. Samantha does not own a car but does have a bicycle that she used to ride when she was younger to cycle to friends that lived outside of her village. Samantha used to enjoy taking part in physical activities when she was at school eight years ago, but since then has not regularly taken part in any sport or physical activity. She does not have much disposable income but wants to improve her fitness and lose some excess body weight. The nearest provision for sport and active leisure for Samantha is a public sector leisure centre that is three miles away, which offers a wide range of sports, outdoor activities, and physical fitness activities.

Task 1	**Increasing participation in regular sport or physical activity for different types of sports participants** Using the vocational context provided, produce a written response to choose **two** physical activities from the following list: • sports • outdoor activities • physical fitness activities that would be appropriate for Samantha to take part in.

	Your written response should include an account: • to justify your chosen physical activities and how they meet the needs of the selected participant • of the characteristics of the type of provision in the participant's local area and the advantages and disadvantages of this provision for your chosen physical activities and the needs of the selected participant • of potential barriers to participation in your chosen physical activities for the selected participant • of methods to overcome these barriers to participation for this selected participant and the chosen physical activities.
Learning outcome covered	**A:** Explore types and provision of sport and physical activity for different types of participant
Checklist of evidence required	A written response of approximately 3-5 pages of A4, which can include supporting images.
Resources needed	None
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 1.
Number of marks	24 marks

Task 2	**Equipment and technology required for participants to use when taking part in sport and physical activity** Using the vocational context provided, you should now produce a presentation about the types of equipment and technology that Samantha would need participate in **one** physical activity of your choice from the following list: • sport • outdoor activity • physical fitness activity. Your presentation should include an account: • to justify your choices of the different types of sports clothing and equipment required for Samantha to take part in your chosen sport, outdoor activity or physical fitness activity • to justify the use of the different types of technology available for Samantha to participate in your chosen sport, outdoor activity, or physical fitness activity • of the benefits and limitations of using this technology for Samantha to participate in your chosen sport, outdoor activity or physical fitness activity.

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Learning outcome covered	**B:** Examine equipment and technology required for participants to use when taking part in sport and physical activity
Checklist of evidence required	**A** presentation of approximately 10-15 slides, which can include any combination of: • text • images • embedded audio/video content lasting no more than 3 minutes • slides notes. Physical presentation is not required, where the option of physical presentation is taken, this should last no longer than approximately 5-10 minutes in duration. This is under the assessment controls stated within the subject assessment strategy.
Resources needed	Learners can access the internet if necessary to search and access audio-visual content.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 2.
Number of marks	12 marks

Task 3	**Preparing participants to take part in sport and physical activity** Samantha is ready to take part in your chosen physical activity (sport, outdoor activity or physical fitness activity). **Part 1** You will need to produce a written response of a plan for a warm-up for Samantha to prepare her for participation in your chosen physical activity, giving reasons for your choices of activities for each component of the warm-up. Your written response should include: • a warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant to prepare them to take part in your chosen physical activity • an account to justify the choice of activities in each component of the warm-up related to the needs of the participant, the responses of the cardiorespiratory system and musculoskeletal system and the chosen physical activity.

	Part 2
	You will also need to provide video evidence of you demonstrating that you are able to deliver your planned warm up to the participants.
	You video footage should include:
	• practical evidence including demonstrations and audio of you delivering a warm-up to a group of participants to include:
	  ○ pulse raiser
	  ○ mobiliser and
	  ○ preparation stretches
	• practical evidence including audio of you supporting participants to take part in a warm-up for your chosen physical activity using key teaching points to support good practice.

Learning outcome covered	**C:** Be able to prepare participants to take part in sport and physical activity
Checklist of evidence required	A written response to include a warm-up plan of approximately 3-4 pages of A4, which can include supporting sketches. Video recordings lasting approximately 10 mins of the learner delivering a warm-up to participants.
Resources needed	None
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 3.
Number of marks	12 marks for written response. 12 marks for video footage of delivery of a warm-up to participants.

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 5 supervised hours to complete. This is divided into approximately: • 2 hours to complete Task 1 • 1 hour to complete Task 2 • 2 hours to complete Task 3. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

	• The sample for Sports learners will be mutually agreed between the centre and allocated moderator based on the video evidence available in line with the current Standards Verifiers practise in sport. A minimum of 20 learners in the cohort must have video footage recorded which must meet the Pearson-set Assignments video requirements. Where there are fewer than 20 learners in a cohort, all learners must be recorded. All learners must be assessed, but the video evidence collected from the 20 learners must cover a range of marks, including the highest, lowest and a range in the middle.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• learners may use their own class notes, they cannot use text books
	• any permitted group or collaborative work must be clearly defined

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	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops. **Maintaining security during formal supervision** Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must only be accessible to learners and to named members of staff. Learners can only have access to their work under supervision.
	Only permitted materials can be brought into the supervised assessment and no materials should be removed. Learners can access the internet if necessary for task where required to search and access audio-visual content, which must be appropriately referenced. This must be monitored by the teacher.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the set assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learner evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

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	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 1) **Learning outcome A: Explore types and provision of sport and physical activity for different types of participant**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **basic** account to justify the chosen physical activities with **little** relevance of how it meets the needs of the selected participant • **basic** account of the characteristics and advantages and disadvantages of the type of provision with **little** relevance to the chosen physical activities and selected participant.	**Adequate** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **partially developed** account to justify the chosen physical activities with **some** relevance of how it meets the needs of the selected participant • **partially developed** account of the characteristics and advantages and disadvantages of the type of provision with **some** relevance to the chosen physical activities and selected participant.	**Good** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **mostly developed** account to justify the chosen physical activities **mostly** relevant to how it meets the needs of the selected participant • **mostly developed** account of the characteristics and advantages and disadvantages of the type of provision **mostly** relevant to the chosen physical activities and selected participant.	**Comprehensive** application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • **well-developed** account to justify the chosen physical activities **with specific** relevance to how it meets the needs of the selected participant • **well-developed** account of the characteristics and advantages and disadvantages of the type of provision with **specific** relevance to the chosen physical activities and selected participant.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 2) **Learning outcome A: Explore types and provision of sport and physical activity for different types of participant**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **basic** account of barriers to participation with **little** relevance to the selected participant • **basic** account of methods to overcome barriers to participation with **little** relevance to the selected participant.	**Adequate** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **partially developed** account of barriers to participation with **some** relevance to the selected participant • **partially developed** account of methods to overcome barriers to participation with **some** relevance to the selected participant.	**Good** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **mostly developed** account of barriers to participation **mostly** relevant to the selected participant • **mostly developed** account of methods to overcome barriers to participation **mostly** relevant to the selected participant.	**Comprehensive** application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • **well-developed** account of barriers to participation with **specific** relevance to the selected participant • **well-developed** account of methods to overcome barriers to participation with **specific** relevance to the selected participant.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity **Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **basic** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with **little** relevance to the selected participant and chosen physical activity • a **basic** account to justify the choices of technology to take part in the chosen physical activity with **little** relevance to the selected participant and chosen physical activity	**Adequate** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **partially developed** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with **some** relevance to the selected participant and chosen physical activity • a **partially developed** account to justify the choices of technology to take part in the chosen physical activity with **some** relevance to the selected participant and chosen physical activity	**Good** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **mostly developed** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity which is **mostly** relevant to the selected participant and chosen physical activity • a **mostly developed** account to justify the choices of technology to take part in the chosen physical activity which is **mostly** relevant to the selected participant and chosen physical activity	**Comprehensive** application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a **well-developed** account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with **specific** relevance to the selected participant and chosen physical activity. • a **well-developed** account to justify the choices of technology to take part in the chosen physical activity with **specific** relevance to the selected participant and chosen physical activity

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity *(continued)* **Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity**				
	• a **basic** account of the benefits and limitations of using technology for participation in the chosen physical activity with **little** relevance to the selected participant and chosen physical activity.	• a **partially developed** account of the benefits and limitations of using technology for participation in the chosen physical activity with **some** relevance to the selected participant and chosen physical activity.	• a **mostly developed** account of the benefits and limitations of using technology for participation in the chosen physical activity which is **mostly** relevant to the selected participant and chosen physical activity.	• a **well-developed** account of the benefits and limitations of using technology for participation in the chosen physical activity with **specific** relevance to the selected participant and chosen physical activity.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Preparing participants to take part in sport and physical activity – Part 1 **Learning outcome C: Be able to prepare participants to take part in sport and physical activity**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **basic** warm-up plan with **little** relevance to the selected participant and chosen physical activity • a **basic** account to justify the choices of activities included in each component of the warm- up and their effect on the cardiorespiratory and musculoskeletal systems with **little** relevance to the needs of the selected participant and chosen physical activity.	**Adequate** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **partially detailed** warm-up plan with **some** relevance to the selected participant and chosen physical activity • a **partially developed** account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with **some** relevance to the needs of the selected participant and chosen physical activity.	**Good** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **mostly detailed** warm-up plan which is **mostly** relevant to the selected participant and chosen physical activity • a **mostly developed** account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems which is **mostly** relevant to the needs of the selected participant and chosen physical activity.	**Comprehensive** application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up. Evidenced through: • a **fully detailed** warm-up plan with **specific** relevance to the selected participant and chosen physical activity • a **well-developed** account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with **specific** relevance to the needs of the selected participant and chosen physical activity.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Preparing participants to take part in sport and physical activity – Part 2 **Learning outcome C: Be able to prepare participants to take part in sport and physical activity**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **basic** demonstrations of activities in a warm-up with **minimal** use of appropriate teaching points to support participants • **rarely** provides appropriate support to participants when taking part in a warm-up.	**Adequate** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **adequate** demonstrations of activities in a warm-up with **some** use of appropriate teaching points to support participants • **sometimes** provides appropriate support to participants when taking part in a warm-up.	**Good** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **competent** demonstrations of activities in a warm-up with a **range** of appropriate teaching points to support participants • **frequently** provides appropriate support to participants when taking part in a warm-up.	**Confident** practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • **effective** demonstrations of activities in a warm-up with a **wide range** of appropriate teaching points to support participants • **consistently** provides appropriate support to participants when taking part in a warm-up.

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